

## GOLDEN GROVE LUTHERAN PRIMARY SCHOOL



*A school of the Lutheran Church of Australia*



A window in to  
***“Golden Grove Lutheran Primary School”***



School Report for 2010

In 2010 Golden Grove Lutheran Primary School added an extra class due to increased enrolment demand and in order to complete the school's structure of having 'four learning clusters' and a staged approach to education.

- Three classes of Reception/Year One
- Three classes of Year Two/Year Three
- Three classes of Year Four / Year Five
- Three classes of Year Six / Year Seven

At the August census in 2010 our school size was 281 giving an average class size of 23.4

In 2010 we divided the 3 classes of each cluster (2/3, 4/5, 6/7) into 4 groups for mathematics and streamed students across the 4 groups. This gave an average class size in maths of just 17 (however, as this was used as a major strategy of educational support for maths, students with higher needs were placed in very small groups with the 'more able' having larger group sizes.)

In 2012 our plan is to do the same in English.

This structure has been highly successful in;

- Creating high levels of team work, accountability, efficiency and support among staff.
- Ensuring parity of educational experience for students in the same grade but different classes.
- Extending educational outcomes by broadening the curriculum to cater for individual needs.

During 2010 a major emphasis in the school was the building program that was funded under the Building the Educational Revolution. This building process caused us to lose three teaching spaces (as well as the uniform shop etc) and so 2010 was a challenging year in regards to grounds and facilities.

2010 was a 'concert/musical' year and the R/1 and 2/3 clusters put on concert nights, while the 4/5 and 6/7 clusters produced a musical. These nights were a showcase of student and teacher collaboration and dedication.

Our school has a biannual structure of 'Concerts and Musicals' one year and 'Camps' on alternate years. However, our commitment is also to have an annual camp for Yr 6 and Yr 7 as separate groups. These were held at Woodhouse ('independence and independence') for Yr 6 and at Murray Bridge (aquatics) for year 7.

Japanese (LOTE) continued to grow as a focus area in 2010 with the introduction of a trip to Japan where 8 students and 3 staff visited Tokyo, Kyoto and in particular a small school at Kamagota (where the embryonic stages of 'sister school' relationship were begun.) The school was also successful in receiving a significant grant to develop an 'Asia in Schools' programme. Plans were also developed to attract a Japanese Assistant Teacher (JAT) which at the time of writing this report is about to come to fruition.

The school's 'sister school' relationship with Asaroka in PNG continued in 2010 and was strengthened by the visit of Asaroka's primary and secondary principal's for a two week period where they spent considerable time in and with our school community.

In 2010 the school introduced a new student management system where all student matters are recorded on a single database – attendance, medical, behaviour, academic, etc.

The school continued to achieve high levels of success in a variety of areas – sporting, cultural and academic.

GGLPS is an intimate and caring community where students are treated as individual gifts from God and nurtured with the core values of;

### **Love and Care**

We value relationships in our community and we strive to be a school that demonstrates God's love and care to each other.

### **Holistic Education**

We value a holistic education where students are encouraged to meet their God-given potential academically, emotionally, artistically, physically, socially and spiritually in a nurturing Christian environment.

### **Partnerships and Communication**

We value open, honest and effective communication in our partnerships to ensure mutual benefits for all stakeholders.

### **Christian Foundation**

We value our Lutheran foundation of Christ-centred living and Christian teaching grounded in scripture.

### **Integrity**

We value integrity based on Christian principles and example in all facets of school management, curriculum and community.

### ***Teacher Qualifications***

GGLPS has teaching staff of 14.22(fte) which is shared between 16 staff members. The qualifications of the teaching staff are as follows;

Diploma of Teaching – 8

Bachelor of Education – 13

Bachelor of Teaching – 1

Bachelor of Psychology (hons) -1

Grad Diploma of Theology – 9

Graduate Diploma of Teaching – 1

Bachelor of Special Education – 2

Master of Education -2

(A current staff member is currently studying towards a PhD)

### ***Workforce Composition***

In addition to a teaching staff of 16.22 fte, there are 8.2fte non-teaching staff. These staffing numbers include permanent OSHC staff, but not OSHC casuals.

The employment of LSOs (teacher assistants) significantly increased during 2010 resulting in greater education support for staff and students.

The gender breakdown across all GGLPS staff is as follows;

Male: 6

Female: 23

We do not currently have any Indigenous staff members.

## **Student Attendance**

During 2010 we had a total attendance of 52142 days (47416 in 2009) with a total absence of 3365 days (3003 in 2009).

This equates to a total attendance rate for the year of 93.1% (93.7% in 2009)

The school had 182 contact days (which is 3 days more than the previous year.)

The student gender breakdown in 2010 was 136 females / 145 males

It is an expectation of our school that parents telephone to report all absences. Where this does not occur the school will send a sms as a part of the newly introduced student management and enrolment system.

## **Academic Results**

GGLPS continued to offer the LENS integrated curriculum from R-7 with Maths and English as stand alone subjects under the SACSA framework. The school offered parent/teacher interviews in Terms 1 and 3 and formal reports in Terms 2 and 4. It is our belief that our reporting to parents must be objective, quantifiable and honest. We also believe that it must be given in love and be constructive and supportive. Our reporting processes are presented in ways that parents can understand and relate to and we encourage parents/caregivers to communicate frequently and as the need arise with teachers, rather than waiting until the formal processes happen should there be a concern or issue. Our formal report card format presents results in five separate categories. (see attachment 1)

In 2010, along with all SA schools, we conducted the NAPLAN tests across grades 3/5/7. The results of these are as follows.

Percentage of students above the National Minimum Standard for 2010

	Numeracy	Punctuation & Grammar	Reading	Spelling	Writing
Yr 3	100%	100%	100%	100%	100%
Yr 5	100%	97%	97%	97%	94%
Yr 7	96%	100%	100%	96%	96%

What can clearly be seen from the data given above is that, according to NAPLAN results on the given day of the test and taking into account the limitations of the test, GGLPS students, on the whole are achieving positive results. The results shown also indicate an improvement from 2009.

The school intentionally focuses on numeracy and literacy and monitors student progress very carefully, offering both extension and remediation to those who would benefit from it.

**Satisfaction levels**

In 2010 a comprehensive survey was offered to all school families at the start of term 4. This survey was conducted by the School Council. 103 families (out of a possible 205) responded.

The survey asked 65 direct questions based on the school’s Core Values and gave 7 opportunities for free written responses to broad questions such as,

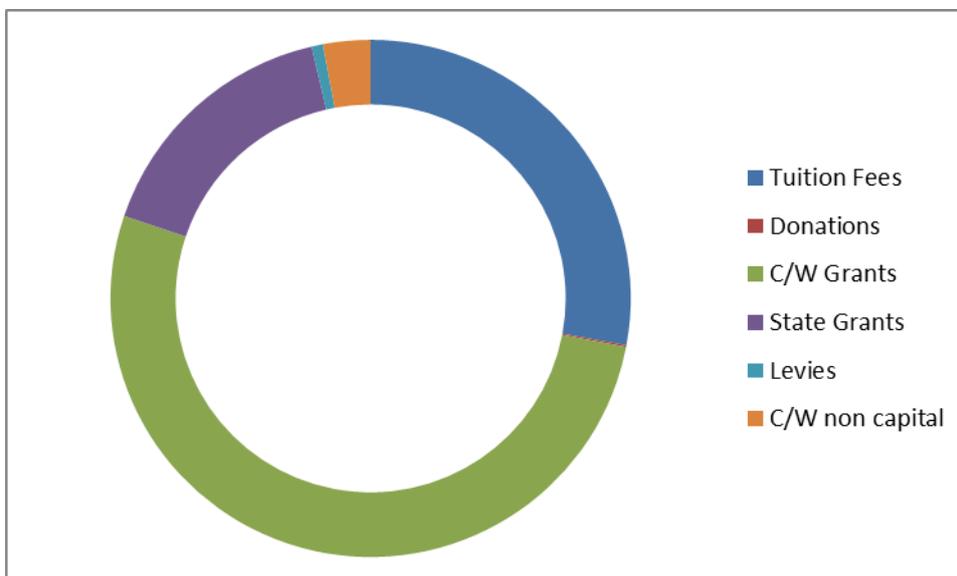
- List three things about GGLPS that appeal to you. (The most common responses were, ‘school size’, ‘warm community feel’, ‘class sizes’, ‘staff’ and ‘facilities’.
- List three things about GGLPS that you feel need improvement/change. (The most common responses in this area are summarised below.)
- Describe how you feel about the spiritual program / life at GGLPS. (Overwhelmingly positive with 2 responses indicating that less time should be spent on the spiritual program.)
- Overall, does the curriculum offer enough for your child? (90 % responded yes, 1% responded no and 8.89% didn’t answer)
- Would you recommend GGLPS to others? (96.6% responded yes)
- Any other comments.

Both the School Council and School Staff examined the responses and concluded that they were very positive indicating strong satisfaction levels with relative weaknesses in the following areas.

- Inter-personal behaviour and perceptions about bullying
- Use of our school website
- Seamless education R-12, especially in regards to LOTE, communicating student progress, the use and purpose of the Family Worship Service.

**Sources of Income**

The school’s primary sources of income are Federal Government grants, State Government grants and Fees. The following graph best summarises this.



### ***'Post School' Destinations***

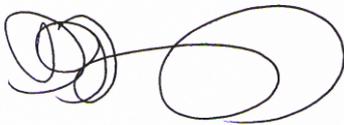
Approximately half of our exiting year sevens move on to Endeavour College (which is to be expected due to the close working relationship the two schools have as a part of our commitment to R-12 'seamless' education. Exiting students who do not move on to Endeavour College are broadly spread across a wide variety of educational settings with three students being the highest number to move to same school in 2011 (outside of Endeavour College.)

### ***Conclusion***

Golden Grove Lutheran Primary School is unique.

It offers R-7 Christian education in a shared campus arrangement (with Wynn Vale School), and yet has a close R-12 relationship with Endeavour College at Mawson Lakes. (This relationship is most clearly seen in the preferential enrolment GGLPS students are given at Endeavour College.)

Golden Grove Lutheran Primary School is a vibrant school that has a strong sense of community, purpose and optimism. It sits uniquely amongst the other local schools, being small enough to be 'intimate' yet large enough to be very well resourced.



Daryl Trigg  
Principal  
GGLPS

30<sup>th</sup> June 2011

Attachment: copy of report format used at GGLPS – at the end of Term 2 and 4

**Senior Class**  
**Semester 2 2010**

**Student:****Christian Studies**

<b>Christian Studies</b> provides students with the opportunity to hear, explore and reflect upon the Word of God. Whilst the growth of the students' personal faith in God can only be monitored by God Himself, we do assess students' knowledge, skills and understanding in relation to the following concepts from the Christian Studies Curriculum.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Christian Church</b>					
<b>Christianity in the World</b>					
<b>Effort</b>					

**English**

<b>English</b> aims to develop the ability within children to speak, listen, read and write with purpose, effect and confidence. It aims to provide children with the skills and knowledge to identify and use language in different contexts and for different purposes. It aims to provide a sound grasp of punctuation and grammar appropriate to the students' level of development. Children are exposed to a broad range of literature.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Speaking and Listening</b>					
<b>Reading and Viewing</b>					
<b>Effort</b>					
<b><u>Teacher Comment:</u></b>					
<b>Writing</b>					
<b>Handwriting</b>					
<b>Effort</b>					
<b><u>Teacher Comment:</u></b>					
<b>Grammar</b>					
<b>Spelling</b>					
<b>Effort</b>					
<b><u>Teacher Comment:</u></b>					
<b>Effort</b>					
<b>Overall Achievement</b>					

**Mathematics**

<b>Mathematics</b> aims to develop competence, confidence and interest in mathematics so that children are able to recognise and utilise different numeracy skills in a variety of everyday situations.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Chance and Data</b>					
<b>Number</b>					
<b>Measurement</b>					
<b>Pattern and Algebraic Reasoning</b>					
<b>Spatial Sense and Geometric Reasoning</b>					
<b>Mental Computation</b>					
<b><u>Teacher Comment:</u></b>					
<b>Effort</b>					
<b>Overall Achievement</b>					✓

## Semester 2 2010

### Integrated Curriculum

<b>Integrated Curriculum</b> aims to help learners make connections within and across key learning areas (Science, Health, the Arts, Design and Technology and Society and Environment). Students' skills, knowledge and understanding are assessed within meaningful 'connected' contexts.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Relationships, Rights and Responsibilities:</b> Citizens have rights and responsibilities and develop relationships across the globe.					
<b>Effort</b>					
<b>The World and Beyond:</b> We live in a universe where changes are constant.					
<b>Effort</b>					

### Physical Education

<b>Physical Education</b> aims to engage students in activities to enhance success, self esteem and ability, provide physical experiences that create opportunities for students to interact positively with their peers and promote positive attitudes toward healthy lifestyle habits.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Demonstrates practical skills with a reasonable degree of technical efficiency.</b>					
<b>Applies skills effectively in performance.</b>					
<b>Demonstrates personal and social skills including the ability to work effectively with others.</b>					
<b>Engages in safe practices when performing in physical activities and using equipment.</b>					
<b>Effort</b>					

### Cultural Studies

<b>Cultural Studies</b> aims to raise the awareness and understanding of various cultures around the world, through study of language, the arts, traditions and culture.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Overall Achievement</b>					
<b>Effort</b>					

### Drama

<b>Drama</b> aims to promote self expression, build self confidence, enhance creativity and encourage group cooperation through presenting a wide range of dramatic styles.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Overall Achievement</b>					
<b>Effort</b>					

**Information and Communication Technology (ICT)**

<b>Information and Communication Technology</b> aims to familiarise the students with and become proficient in the use of selected software.	Minimal achievement of what is expected	Partial achievement of what is expected	Satisfactory achievement of what is expected	Good achievement of what is expected	Excellent achievement of what is expected
<b>Overall Achievement</b>					
<b>Effort</b>					

**Senior Class Pietsch**  
**Semester 2 2010**

**Attitudes and Work Practices**

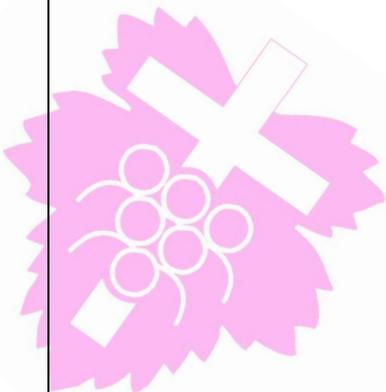
Classroom routines are set up to develop social skills and work habits that help students to be successful at Golden Grove Lutheran. Classes focus on building group work, creating a sense of trust and belonging, and providing tasks for real learning. Students are actively encouraged to work to their potential and strive for personal excellence. They are supported to work in partnerships and teams to achieve at a higher level. Students are encouraged to think about their attitude and behaviour as this helps their learning.

<b>Attitudes and Work Practices</b>	Minimal	Partial	Satisfactory	Good	Excellent
<b>Behavioural</b>					
Practises courtesy in speech and actions					
Is cooperative in group situations					
Respects authority					
Accepts responsibility for personal behaviour					
<b>Social</b>					
Demonstrates acceptance and consideration of others					
Socialises with peers					
Exhibits self-confidence					
<b>Work habits</b>					
Works independently within timeframes					
Seeks help					
Strives for personal excellence					
Demonstrates organisational skills					
Manages time successfully					
Locates information to solve problems					
Displays initiative					
Completes homework					
<b>Punctuality</b>					
Arrives at school on time					
Returns from recess and lunch breaks on time					
<b>Days Absent</b>	<b>School days for Semester</b>				

**Roles, Responsibilities & Extra- Curricular**

School Captain	Flags Monitor	SAPSASSA Representative
House Leader	Gate Monitor	Rose Club
Assembly Presenter	Peer Mediator	Sports Shed Monitor
Rubbish Bin Monitor	Audio Visual Team	Choir
Crossing Monitor	SRC Class Representative	Lunch Monitor
Band	Learns Musical Instrument	Grey Tray Monitor

**Teacher Comment**



**Teacher Signature**

**Principal Comment**

**Principal Signature**